



## Course Specification

A. Course Information			
Final award title(s)	BA (Hons) Business Management with Business Practice (Chartered Manager Degree Apprenticeship)		
Intermediate exit award title(s)	Cert He Business Management Dip HE Business Management		
UCAS Code		Course Code(s)	5700
	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input checked="" type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division	Business and Enterprise		
Course Director	Dr Katrin Franke		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
Mode(s) of delivery	<input type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input type="checkbox"/> other please specify		
Length of course/start and finish dates	Mode	Length years	Start - month
	Part time	3 years (excluding the EPA)	September
Finish - month	August		
Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.		
Approval dates:	Course(s) validated / Subject to validation	March 2020	
	Course specification last updated and signed off	September 2021	
Professional, Statutory & Regulatory Body accreditation	The Chartered Management Institute (CMI)		
Reference points:	Internal	<ul style="list-style-type: none"> <li>London South Bank University Corporate Plan 2020-25</li> </ul>	

		<ul style="list-style-type: none"> <li>• LSBU Academic Regulations for Taught Courses</li> <li>• LSBU Guidelines for Writing Programme Specifications</li> <li>• LSBU Assessment Load Equivalence Guidelines</li> <li>• LSBU Assessment Good Practice Guidelines</li> <li>• Developing our structure. Response to consultation feedback and next steps. Dave Phoenix, LSBU, 3/2/14</li> </ul>
	External	<ul style="list-style-type: none"> <li>• QAA Quality Code for Higher Education 2018</li> <li>• QAA Business &amp; Management Benchmark Statement, 2019</li> <li>• QAA: Enterprise and entrepreneurship education; Guidance for UK higher education provider, 2018</li> <li>• SEEC Credit Level Descriptors for Higher Education, 2016</li> <li>• The Framework for Higher Education Qualifications of UK Degree - Awarding Bodies, October 2014</li> <li>• Credit for Prior Learning – Guidance for Higher Education</li> <li>• Initial Professional Development – Professional Skills. Proposed International Education Standard (IES)3 – Exposure</li> <li>• Apprenticeship Standard: Chartered Manager Degree Apprenticeship</li> </ul>
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>- The course provides the core foundation in the disciplines of Business and Management.</li> <li>- The course is developed and designed by employer trailblazers and comprises of a wide range of core modules that cover many of the current and relevant aspects of Business Practice.</li> <li>- Applied, contemporary teaching and learning based on research-led teaching content.</li> </ul>	

	<ul style="list-style-type: none"> <li>- It offers a high degree of practitioner input to ensure exposure to and experience of emerging facets of the discipline.</li> <li>- Experiential learning through a variety of real-time live case studies and work focused learning to enhance employability in a competitive field through the application of knowledge in a workplace context.</li> <li>- The degree offers the opportunity to develop social capital via a strong network of professional bodies, industry specialists, alumni and employer partners.</li> <li>- The degree offers Chartered Management Institute membership from the start of your studies.</li> </ul>
<p><b>Course Aims</b></p>	<p><b><i>The BA(Hons) Business Management with Business Practice aims to:</i></b></p> <ol style="list-style-type: none"> <li>1. Develop academically confident graduates through the provision of a supportive learning environment that nurtures understanding of Business Management disciplines, theories and issues.</li> <li>2. Develop the capacity for independent thought critical reflection analytical and problem solving skills, entrepreneurial spirit, academic curiosity, creativity and strategic thinking in a broad business context.</li> <li>3. Enhance student employability through the embedding of a cohesive blend of professional and academic skills whilst simultaneously providing the opportunity to contextualise our academic provision within the work place thus to develop occupation competency at a professional level in specific job roles.</li> <li>4. Deliver a future fit curriculum that is responsive to the rapidly changing needs of the enterprise and business world.</li> <li>5. Optimise professional body exemptions; providing the development of a successful career of choice within business.</li> <li>6. Encourage students to enhance their leadership, team work and communication skills within a Business and management environment.</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p><i>Upon successful completion of this course students should be able to:</i></p> <p>LO1: Analyse, evaluate and apply organisational and business management concepts, theories and methodologies to inform business relevant financial, marketing and sustainable practices.</p> <p>LO2: Synthesise, appraise, evaluate and challenge data/evidence to develop arguments, conclusions and recommendations, applying sound judgements in accordance with industry-appropriate theories and concepts of business processes and management.</p>

	<p>LO3: Demonstrate innovation, creativity and enterprise in the application of theory to practice within business or commercial settings, facilitating the application of knowledge and the development of a sustainable business plan or strategy.</p> <p>LO4: Be effective and self-aware within a team environment including leadership, teambuilding, coaching, influencing and project management skills demonstrating an openness to diversity of people and cultures and manage future professional development, lifelong learning and employability.</p> <p>LO5: Present information, persuasive arguments and sales strategies to a variety of audiences using a number of appropriate business formats and digital technologies.</p> <p>LO6: Demonstrate an ability to manage future personal, social and professional development as part of a lifelong learning strategy supported by an openness to diversity of people and cultures and an awareness of their own digital footprint.</p>
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### C. Teaching and Learning Strategy

#### **Lectures, seminars and workshops:**

Lectures will deliver key topic areas across the academic levels. Guest speakers from business and academia will bring specialist knowledge into the classroom.

Interactive seminars and workshops support the lectures with a strong focus on small group activities to encourage the active participation of students, develop peer learning, and the sharing of knowledge and support amongst our diverse student body.

An integrated formative and summative assessment and feedback process is a key component to a student's independent acquisition of knowledge and understanding in every module on this course.

Seminars and workshops encourage student development in this area with the application of knowledge to business case studies and practitioner-driven live cases to develop critical evaluation of relevant information and problem-solving skills. In-class debate allows the sharing of ideas amongst peers and the evaluation of opinions within a diverse student body to enable students to develop and evaluate logical argument. At Level 4 in particular, support is given to basic cognitive skills development and student research practice via the *Management & Organisations* module. Research skills are further developed at Levels 5 via coursework application and extensively through live case study analysis and the project module at Levels 5 and 6.

The key practical skills are embedded in module delivery and built throughout each level demonstrating progressive development. As students move through the programme their ability to evaluate and synthesise information, and their problem-solving skills are developed through their application to rather more complex case study problems through which independence of thought and practice are developed.

Methods are to be interactive and practical by nature, for example, group work based upon case study and in-class presentations are used across all levels. Spread sheet, planning and problem-solving techniques are delivered in workshops and taught via application to case study problems and the

synthesis of data, and emphasis is placed at all levels on the presentation and communication of data with a storyline.

Where possible teaching, learning and assessment is applied using case studies and practitioner-driven live cases to develop real life problem-solving skills, ideas and solutions.

#### **Self-managed & independent learning:**

Self-managed learning activities to supplement and consolidate classroom-based activity constitutes about 70% of the study hours, and these include: reading recommended texts and relevant journal articles, application of knowledge to additional problem-based exercises, engaging in coursework, group discussion, review of key topics and examination preparation where appropriate. Many of these activities are supported in the virtual learning environment (VLE).

The development of intellectual skills will be delivered via a structured and progressive strategy of support, delivered over the length of the programme.

The self-managed learning activities supplement in-class learning and include the reading and critique of academic journals and especially at Level 6 their application to problem-based exercises and peer debate. Links to core journals will be available via the VLE to encourage debate and discussion of key issues. Engagement with coursework and examination preparation are also key strategies to develop these skills.

#### **Learning support:**

LSBU's well-stocked library provides a range of study environments for individual and group/social learning, course materials, online information resources as well as library staff who are dedicated to the School of Business to provide support for effective researching.

Free computer access is available for all students across the University, and a Bloomberg lab with 12 Bloomberg terminals is available for the dedicated use of the School's students. Printing, scanning, photocopying, and wireless internet access facilities are available, along with specialist online support and training. The library provides bookable group rooms and laptop computers for loan. Part-time students receive additional support from the library. Current students can find more information on <https://my.lsbu.ac.uk>.

#### **Teaching staff:**

A variety of experienced academic staff teach on the course, some who have considerable industry experience which they bring to the classroom, others who are actively engaged in relevant real-world research which they use to inform their teaching. Please refer to the appendices of the Resources Document for staff CVs.

#### **Virtual learning environment:**

Digital technology is used to increase academic support for students and improve the efficiency of the teaching and assessment processes - eventually to transform student learning so that the student experience becomes truly 'blended' and extends well beyond the use of the VLE as merely a document repository.

### **Research and enterprise:**

The school's Student Enterprise Strategy details the enterprise engagement opportunities available to all students, which will help develop and demonstrate skills in innovation, creativity, and enterprise initially in the following areas:

- *Business Solutions Centre*, a student led consultancy service for clients within the university, student run start-ups and small businesses within the local area.
- *Links with societies*, in particular student membership of the Institute of Directors and the Enterprise Society and the Student Advisory Committee.
- *Induction*, the School of Business supports the Enterprise Centre in a range of activities for induction, including the fresher's fair.
- *Extra-curricular activities*, the school runs a series of extra-curricular activities focused around developing the entrepreneurial capability and entrepreneurial effectiveness of students.

### **Reflective Work**

Reflective practice is an important component of the academic journey, enabling students to evaluate a situation, gain insight and consider multiple perspectives in order to develop and learn. Throughout their course, students will be provided with opportunities to reflect on their experience from both a personal and professional perspective. Students will be supported to make decisions and resolve uncertainty, critically review their own behaviour and contributions to group work and consider the process of their own learning. They have a variety of mechanisms to support them with this, including coaching which has been embedded within the curriculum as well as the use of reflective frameworks in assignment components to consider their learning and contribution within various modules. Students are encouraged to develop a growth mind-set to establish a foundation for life-long learning.

### **End-Point-Assessment (EPA):**

The End –Point –Assessment (EPA), involves a range of assessment tools i.e. a review of portfolio of evidence, review of work-based project and presentation and interview.

The Chartered Management Institute (CMI) is involved in the end-point assessment of each apprentice so that all apprentices following the Chartered Manager Degree Apprenticeship standard are assessed consistently.

## **D. Assessment**

Progression on the programme will be in accordance with normal LSBU academic regulations. Assessment will take two main forms - formative and summative as detailed below.

### **Formative:**

The use of formative assessment is both diagnostic and developmental. Firstly, it can be used to identify a student's current knowledge and skills linked to a certain subject as well as their preferred learning style. Secondly, it can be used developmentally, to promote analytical and critical thinking skills and support the successful completion of assignments.

Instructional strategies for formative assessments will align with the learning outcomes of the module and summative assessments to ensure that they encompass both the diagnostic and developmental elements specific to the module and subsequent academic progression. It will also provide opportunity

for developmental feedback and reflective learning and are a key feature of the teaching and learning strategy throughout the course, to ensure students engage in a process of continuous learning.

As students progress through the course, quizzes, group work, to support collaborative learning, in-class discussion and application of theory to the real world are used to ensure that learning is meaningful. Feedback from the lecturer on these formative assessments will help build positive lecturer-student relationships as well foster a sense of competence. Frequent formative assessments also help to drive a sense of learning autonomy as well as being vehicles for practice that support mastery orientation. This will also allow staff to reflect on student performance, feed forward into future delivery and allow staff to reflect on student performance and feed forward into future delivery.

The VLE and in-class presentations can provide formative feedback to both staff and students as to the development of key intellectual skills.

### **Summative:**

Summative assessment activities measure the extent to which learning outcomes have been met and therefore are marked by the module tutors. Some modules make use of group work based on case study and this is used to assess team working, leadership, communication and reflective skills.

The summative coursework assignments used are diverse and set within a wider business context, often contextualised in “live” cases. Examples of the range of assessment types are structured answer tests, digital marketing plans and reflective portfolios (at Level 4), campaign reports, portfolios, databased storytelling, business reports, storyboards, multi-media presentations and academic essays (at Levels 5 - 6). Group work (at Levels 4 - 6), and individual assignments (at Levels 4 - 5) include exhibitions, debates, client briefings & other types of presentation.

Research skills are primarily assessed via coursework. As students’ progress through the course, assessment methods reflect the expectation that students will exhibit greater autonomy in their learning, refine intellectual skills, seek out and synthesise more widely diverse sources of information and approach their work in a more evaluative manner. Many IT skills are necessary to produce the required written or presented coursework, and interpersonal skills are often needed to “sell” ideas, recommendations and evidence-based solutions.

Group work based on projects and case studies is used to assess team working, leadership, communication and reflective skills. Written communication is developed through report writing in various business genres. Verbal communication skills are developed through presentations at every level. Numeracy skills are assessed in modules at all levels throughout the degree.

If an apprentice has failed two or more modules within the same semester within a trimester period they cannot progress and are required to successfully resit the module before progressing.

### **Assessment Criteria**

Having a clearly defined assessment criterion will ensure that students clearly understand what is expected of them in each assignment, on each module and at each level of the course, as well as ensuring that feedback to students is focused around this.

Within teaching teams, colleagues' feedback in drafting criteria to ensure the components that are being used to evaluate students' performance are reflected within this; and that the criteria are sufficiently robust to ensure reasonable parity between the judgements of different assessors.

To support parity in marking and feedback, teaching teams meet to mark and provide feedback for a sample of assessments prior to undertaking the marking of the submitted student work.

At level 4 students are assessed on their ability to provide evidence that they can work alone or in teams to order to demonstrate a broad knowledge base and their understanding of the theories and concepts taught across the course.

At level 5 students should be able to demonstrate their ability to think critically and identify strengths and/or weaknesses in a given argument. Assessment should therefore allow students to analyse information at an abstract level, exercise judgement and generate ideas to solve a problem.

At level 6 students should be able to expand these skills by applying previous knowledge to the development of ideas and theories. Students should be able to demonstrate their ability to critically evaluate concepts and evidence from a range of sources and use this to exercise judgement. This might also include the requirement that students use original ideas to explain and present previously learned theories in a variety of business contexts.

#### **E. Academic Regulations**

The University's Academic Regulations apply for this course.

#### **F. Entry Requirements**

Under UK Government rules, candidates must be employed for a minimum of 30 hours per week and must have the right to live and work in the UK (applies only in England). Candidates cannot be self-employed. The employer must enter into an Apprenticeship Agreement with the student.

All candidates must be employed in a role related to the subject matter of the academic award of the apprenticeship and be sponsored by their employer.

Apprenticeship applicants will have:

- A Level BCC worth 104 UCAS points or:
- BTEC National Diploma DMM worth 112 UCAS points or:
- Access to HE qualifications with pass and 21 Merits or:
- Equivalent Level 3 qualifications worth 112 UCAS points

Applicants must hold 5 GCSEs A-C including Maths and English, or equivalent (reformed GCSEs grade 4 or above).

We welcome equivalent qualifications from around the world. English language qualifications for international students: IELTS score of 6.0 or Cambridge Proficiency or Advanced Grade C.

Applications can only be made through the sponsoring employer. The university will consider all such applications and will have the final decision whether to accept the candidate for entry to the programme.

Accreditation of relevant experiential learning will be considered on a case-by-case basis. Typically, candidates will be invited for an interview to explore the nature of their apprenticeship, their existing skills, knowledge and behaviours and their individual learning plan (ILP).

## G. Course structure(s)

### Course overview

The course is structured around 360 credit points. At each level all students study for 120 credits. The course offers the award name of BA (Hons) Business Management with Business Practice (Apprenticeship) (PT). The End-Point-Assessment (EPA) is not-integrated into the course assessment, there will need to be an independent assessor who judges if the individual has passed their apprenticeship.

Successful apprentices will have the option to apply for professional recognition as Chartered Managers and Members of the Chartered Management Institute (CMgr MCMi) and/or as a member of the Institute for Leadership & Management or other relevant professional body.

The course consists of 17 modules; all core modules, no option modules. All modules carry a 20-credit value each, with the exception of the Final Year Project which is 40-credit.

The degree follows a three-year part-time course (one day a week) over a trimester period. The course structure showing the modules and the nature and weighting of their assessment is as shown below.

The semester of delivery of all modules may change in the future due to timetabling and resourcing requirements.

### Alignment with the United Nations Sustainable Development Goals

The Sustainable Development Goals (SDGs) were proclaimed by the United Nations General Assembly in 2015. The seventeen goals (to be found here <https://sustainabledevelopment.un.org/?menu=1300>) aim to increase awareness of, and encourage actions around, the need to end poverty, to build robust economies, improve access to education and health, encourage social mobility, and provide decent work. Crucially, the goals seek to realise these ambitions whilst also tackling climate change and environmental protection.

The goals act as a call to all stakeholders, whether they be economic, educational, social or political stakeholders, to engage in these debates and respond with affirmative and proactive responses. LSBU as educator and provider of the **BA (Hons) Business Management with Business Practice (Chartered Manager Degree Apprenticeship)** has integrated and embedded many of the key goals. For example, in their first year of study (at Level 4), apprentices will engage in debates around the UN goals on gender equality, health & wellbeing, and decent work/economic growth in the modules **Management & Organisations** and **Finance and the Economy**. In addition, the module **Principles of Marketing** includes coverage of the UN goal on Responsible Production and Consumption. At Level 5, the module **Operations, Logistics and Supply Chain Management** goes into more depths on these matters, while the UN goal on Peace, Justice and Strong Institutions will be discussed within the module **Responsible**

**Business** which also links to the UN goal on Sustainable Cities and Communities (which is of particular importance for LSBU).

At Level 6, the goal on Quality Education (which includes aspirations towards personal career development) is met within the modules **Strategic People Management** as well as in **Leadership, Strategy and Change**, which develop key personal, social and technical skills, and a focus on continuous professional development.

BA (Hons) Business Management with Business Practice – Part time

	Semester 1 [Sept – Jan]		Semester 2 [Jan – June]		Semester 3 [June – August]	
<b>Year 1 (Level 4)</b>	The LSBU Discovery Project	20	Data for Decision Making	20	Management & Organisations	20
	Principles of Marketing	20	Principles of Strategy	20	Finance & the Economy	20
<b>Year 2 (Level 5)</b>	Operations, Logistics and Supply Chain Management	20	Responsible Business	20	Managing Business Innovation & Growth	20
	Effective Business Negotiations	20	Fundamentals of Project Management	20	Digital Transformation	20
<b>Year 3 (Level 6)</b>	Leadership, Strategy and Change	20	Marketing & Digital Strategy & Planning	20	Small Business Management	20
	Strategic People Management	20	Work-based Project			40

**Placements information**

Not applicable

**H. Course Modules**

At each level students study for 120 credits. There are no option modules on this programme. The semester of delivery of all the modules may change in the future due to timetabling and resourcing requirements.

Module Code	Module Title	Level	Semester	Credit value	Assessment
TBA	The LSBU Discovery Project	4	1	20	Coursework
TBA	Principles of Marketing	4	1	20	Coursework
TBA	Data for Decision Making	4	2	20	Coursework
TBA	Principles of Strategy	4	2	20	Coursework
TBA	Management & Organisations	4	3	20	Coursework
TBA	Finance and the Economy	4	3	20	Coursework
TBA	Operations, Logistics and Supply Chain Management	5	1	20	Coursework
TBA	Effective Business Negotiations	5	1	20	Coursework
TBA	Responsible Business	5	2	20	Coursework
TBA	Fundamentals of Project Management	5	2	20	Coursework
TBA	Managing Business Innovation & Growth	5	3	20	Coursework
TBA	Digital Transformation	5	3	20	Coursework
TBA	Leadership, Strategy and Change	6	1	20	Coursework
TBA	Strategic People Management	6	1	20	Coursework
TBA	Marketing & Digital Strategy & Planning	6	2	20	Coursework
TBA	Small Business Management	6	3	20	Coursework
TBA	Work-based Project	6	2 & 3	40	Project

**I. Timetable information**

It is anticipated that the course will be delivered over one day per week, however, this is subject to change if change is required to enhance student's experience.

A provisional timetable will be provided as part of the contracting process with the apprentice and their employer. Students can expect to receive a confirmed timetable during induction (Welcome Week), and will be kept informed of any changes.

Outside of the standard delivery students are expected to engage in extracurricular activity and private study.

## J. Costs and financial support

### Course related costs

On completion, the apprentice will be eligible to apply for professional registration at associate grade for:

- the Chartered Management
- Institute of Enterprise and Entrepreneurs

### Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- Funding
  - o Apprentices fall into the category of "Employer Sponsored Students". That is, the apprentice does not contribute toward the cost of study. The cost of the apprenticeship is fully paid by the employer (sometimes part funded by the government) through apprenticeship levy (a pot of money some companies pay into, which all businesses have access to spend on the training costs of apprenticeships).
  - o Companies fall into two categories: levy-payers (who pay into the pot) and non-levy payers (who do not). More information on levy and funding can be found by clicking the following links- <https://www.gov.uk/government/publications/apprenticeship-funding-bands> and <https://www.lsbu.ac.uk/business/apprenticeships/levy-and-funding> and <https://www.lsbu.ac.uk/study/undergraduate/fees-and-funding#apprentices>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

## List of Appendices

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## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed (d), taught (t) and assessed (a) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules								
Level	Title	Code	L1	L2	L3	L4	L5	L6
4	The LSBU Discovery Project	TBA	TDA	TDA	TD	TDA		TDA
4	Finance & the Economy	TBA	TDA	TD			TDA	TD
4	Data for Decision Making	TBA	TDA		TDA		TDA	TD
4	Principles of Marketing	TBA		TDA	TD	TD	TDA	
4	Management & Organisations	TBA	TDA		TDA	TDA	TD	
4	Principles of Strategy	TBA	TD	TD	TD	TD	TD	TDA
5	Operations, Logistics and Supply Chain Management	TBA	TDA	TDA				
5	Effective Business Negotiations	TBA	TD	TDA		TDA	TDA	
5	Responsible Business	TBA	TDA		TDA			TDA
5	Fundamentals of Project Management	TBA	TD	TDA		TDA		
5	Managing Business Innovation & Growth	TBA	TDA	TDA	TDA	TD		TDA
5	Digital Transformation	TBA		TDA	TDA		TDA	
6	Marketing & Digital Strategy & Planning	TBA	TDA	TDA	TDA		TDA	
6	Strategic People Management	TBA	TDA	TDA		TDA		
6	Leadership, Strategy and Change	TBA	TDA	TD	TD		TDA	TD
6	Small Business Management	TBA	TDA		TD	TDA		
6	Work-based Project	TBA	TD	TDA			TD	

## Appendix B: Mapping of the module learning outcomes against the BA (Hons) Business Management with Business Practice (Chartered Manager Degree Apprenticeship) Standard

The following mapping matches the principle modules and learning outcomes forming the BA (Hons) Business Management degree against the criteria for the BA (Hons) Business Management with Business Practice (Chartered Manager Degree Apprenticeship) Standard. The first table lists each module and their respective learning outcomes; per module each learning outcome carries a unique label (i.e. L1, L2, etc.). Using this, the second table then maps each module's learning outcomes against the BA (Hons) Business Management with Business Practice (Chartered Manager Degree Apprenticeship) Standard. Indicated are the form of assessment by which the learning outcomes will be measured.

The mapping is not exhaustive, in particular some elements are of the standard, particularly behaviours such as teamwork, communication and active listening are embedded across the course as part of the overall learning and teaching strategy.

List of modules and their respective learning outcomes		
Level	Module Name	Learning Outcomes <i>On completion of this module a student will be able to:</i>
4	The LSBU Discovery Project	<p>L1: Apply idea generation techniques, and critical thinking to identify key issues and, develop, evaluate, select and communicate solutions to issues within a business project</p> <p>L2: Evaluate, elect and apply key project management techniques and tools such as PID, WBS, Gantt Charts, CPA to a business project</p> <p>L3: Evaluate and reflect upon decisions and actions to respond more effectively to changes in the business environment</p> <p>L4: Identify, develop and apply effective and appropriate coaching techniques to enable successful team development and management skills including awareness of personality differences and sensitivity to cultural norms</p>
4	Principles of Marketing	<p>L1: Demonstrate knowledge of marketing concepts and principles</p> <p>L2: Explain the elements of the marketing mix</p> <p>L3: Be able to apply introductory level marketing theory to a range of practical examples</p> <p>L4: Explain the basics of marketing analytics, including the impact of data in a contemporary digitalised society</p>
4	Data for Decision Making	<p>L1: Prepare numerical data in a variety of graphical forms</p> <p>L2: Assess the various analytical techniques for solving business problems</p> <p>L3: Demonstrate the importance of stating assumptions</p> <p>L4: Compile data using Excel</p> <p>L5: Analyse data in order to develop and test claims</p>

4	Principles of Strategy	<p>L1: Apply basic elements of business strategy</p> <p>L2: Use strategic tools to analyse the business environment in order to identify issues of strategic importance</p> <p>L3: Demonstrate informed decisions about future strategic directions for the business</p> <p>L4: Create an implementation plan of a strategic objective including simple elements of marketing and finance</p>
4	Finance and the Economy	<p>L1: Explain how markets and competitors influence business decisions and performance</p> <p>L2: Apply economic ideas, techniques and theories to understand, analyse and explain business situations</p> <p>L3: Apply various tools of financial analysis to assess business performance and make judgements about markets</p> <p>L4: Use Excel to create graphs &amp; tables for reporting purposes</p>
4	Management and Organisations	<p>L1: Explain the different approaches to organisation and management within the context of the external business environment</p> <p>L2: Apply the key principles of organisational behaviour in the areas of organisational structure, organisational culture, organisational change, work motivation, job satisfaction, psychological contract, working in groups/teams, and leadership</p> <p>L3: Apply the key principles of human resource management in the key functional areas of employee resourcing, development, rewards and relations</p> <p>L4: Demonstrate the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change</p>
5	Operations, Logistics and Supply Chain Management	<p>L1: Apply the general principles and techniques in global Logistics and Supply Chain Management</p> <p>L2: Discuss current practice in logistics and supply chain planning and operation</p> <p>L3: Evaluate a range of theories, frameworks and principles relating to contemporary supply chain issues</p> <p>L4: Critically analyse current trends in Logistics and Supply Chain Management, identifying and evaluating organisational infrastructures and environmental constraints that shape the scope of operational effectiveness.</p> <p>L5: Create plans for sourcing goods and services, using communication and negotiation techniques to select and source business resources.</p>
5	Effective Business Negotiations	<p>L1: Demonstrate the theory and psychology of negotiation and negotiation styles</p> <p>L2: Evaluate negotiation situations and practice appropriate, ethical and principled negotiations</p> <p>L3: Evaluate and use their own most effective negotiating style(s)</p>

		L4: Reflect and critically assess their own performance and that of their team in a variety of personal and business situations with the aim of continual improvement
5	Responsible Business	<p>L1: Identify key ethical issues facing contemporary business</p> <p>L2: Analyse the implications of business decisions on society</p> <p>L3: Analyse the Corporate Social Responsibility (CSR) and sustainability strategies and actions</p> <p>L4: Explain the primary ethical theories such as utilitarianism, Kantian and virtue ethics</p> <p>L5: Explain the importance of effective corporate governance, ethical theories to a specific dilemma in business</p> <p>L6: Demonstrate skills of research, analysis and written / oral communication</p>
5	Fundamentals of Project Management	<p>L1: Develop and evaluate a range of project management skills, techniques and tools for selecting, planning, executing and evaluating a project:</p> <p>L2: Demonstrate knowledge of the roles for structuring projects into phases, within the scope of the firm and the project processes in practice</p> <p>L3: Evaluate and reflect on the technical feasibility aspects of project scenarios and processes</p> <p>L4: Develop, synthesise, and evaluate a project's relationship between change control and configuration management in reflexive practice</p> <p>L5: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p>
5	Managing Business Innovation & Growth	<p>L1: Explain the nature and processes of managing the business and innovation by applying various concepts in new business creation and growth;</p> <p>L2: Demonstrate an understanding of incremental and disruptive digital transformations</p> <p>L3: Critically examine the business environment to identify the impact of incremental and disruptive digital transformations on business innovation and growth.</p> <p>L4: Develop and pitch business cases using identified opportunities for growth.</p> <p>L5: Apply theoretical concepts to practice to identify avenues for business growth.</p>
5	Digital Transformation	L1: Discuss and apply the concepts of digital transformation and digital technologies

		<p>L2: Assess the role of digital transformation in business in developing sustainable business models and creating competitive advantage</p> <p>L3: Critically analysis when, why, and how digital transformation should be considered a problem-solving strategy from a business perspective, evaluating appropriate types digital transformation</p> <p>L4: Apply analysis and critical thinking to evaluate the use of digital technologies as solutions to real business problems, reviewing the appropriateness and effectiveness of digital transformation strategies, concepts, processes &amp; functions</p>
6	Leadership, Strategy and Change	<p>L1: Assess the relationship and the need for compatibility between strategic management and functional management policies</p> <p>L2: Explain and critically analyse the concepts of leadership and management and their application in an organisational, social, environmental and multicultural context</p> <p>L3: Critically evaluate the need for flexibility in strategic management and the practical limits of quantifying corporate strategy.</p> <p>L4: Identify and analyse the internal and external influences on organisational objectives and strategy, and the relevance of creativity and innovation in business.</p> <p>L5: Demonstrate self-awareness of change management strategies to support the business in gaining competitive advantage.</p>
6	Strategic People Management	<p><b>Knowledge and Understanding</b></p> <p>A1: Ability to critically analyse the concept of leadership and its application in a diverse context for enhancing individual, team and organisational performance.</p> <p>A2: Identify the impact of resourcing policies and decisions for organisations and the individuals within them</p> <p>A3: Demonstrate a comprehensive understanding, and appreciation, of key academic models, theories, and diagnostic frameworks which underscore equality, diversity &amp; inclusion, talent management and employee engagement.</p> <p><b>Intellectual skills</b></p> <p>B1: Ability to synthesize, evaluate and analyse arrange of people management strategies and tools.</p> <p>B2: Demonstrate an ability to use effective techniques of analysis when working on case study materials and resource-based problems.</p> <p><b>Practical skills</b></p> <p>C1: Design of an employee engagement survey; and develop a comprehensive understanding of how it can be applied in real-survey exercises.</p> <p>C2: Ability to develop and manage teams in an ever changing workplace.</p> <p><b>Transferable skills</b></p> <p>D1: Act as a coach or mentor and/or support others when acting as coaches or mentors.</p>

		D2: The intellectual and practical skills can be transferred to organisational settings; these will include analytical techniques, problem solving, research skills and strategy formulation.
6	Marketing & Digital Strategy & Planning	<p>L1: apply academic research methodologies for digital and direct strategy formulation.</p> <p>L2: conceptualise a research problem contextualised within the literature and design and plan a methodology to meet the defined research objectives, collect and synthesize data to develop theoretical and managerial implications</p> <p>L3: execute research using appropriate data collection and analysis techniques to write strategic plans incorporating digital direct and database marketing techniques</p> <p>L4: develop, implement and manage projects autonomously working to deadlines to prepare written and oral reports in which recommendations are underpinned and justified by data analysis</p>
6	Small Business Management	<p>L1: Develop an understanding and critically evaluate how SMEs secure and deploy resources in traditional and international contexts</p> <p>L2: Select, evaluate and apply concepts, tools and techniques to the effective running of SMEs to make informed management decisions for domestic and international growth</p> <p>L3: Critically evaluate SMEs and family owned small businesses characteristics, behaviour and motivations and arrive at informed conclusions about business opportunities and threats in domestic and international business contexts</p> <p>L4: Demonstrate fine grained knowledge about the peculiarity of SMEs and family owned businesses in terms of people, cultures, business and management</p> <p>L5: Develop enterprise management skills and demonstrate an opportunity recognizing and effectuation mind-sets to successfully manage SMEs in domestic and international business contexts</p>
L6	Work-based Project	<p>L1: Critically evaluate different theoretical approaches to business research and be able to select a work-based project topic appropriately, carry out a work-based project and identify stakeholder issues, risks and resource implications.</p> <p>L2: Collect, interpret, analyse and present work-based project outcomes effectively.</p> <p>L3: Identify a suitable work-based project problem, define its boundaries and select, evaluate and justify an appropriate approach for the project.</p> <p>L4: Critically analyse the student's own strengths and weaknesses in the conduct of the research and evaluate the research findings in the context of established theory.</p> <p>L5: Apply analytical and critical thinking and use effective written communication of work-based project outcomes and recommendations.</p>

**Mapping**  
**Chartered Manager Degree Apprenticeship against LSBU's BA(Hons) in Business Management**

Knowledge	CMI Standards What is required (through formal learning and applied according to business environment)	Apprenticeship Standards Chartered Manager (Degree)	LSBU's corresponding degree modules
		<b>Organisational Performance – Delivering long-term purpose</b>	
<b>Operational Strategy</b>	<ul style="list-style-type: none"> <li>• Understand how to develop and implement organisational strategy and plans</li> <li>• Approaches to resource and supply chain management</li> <li>• Sustainability</li> <li>• Managing/taking risk</li> <li>• Monitoring and evaluation</li> <li>• Quality assurance</li> <li>• Change management</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to develop and implement organisational strategy and plans, including approaches to resource and supply chain management, workforce development, sustainability, taking and managing risk, monitoring and evaluation, and quality assurance.</li> <li>• Know how to manage change in the organisation.</li> </ul>	<p><b>Strategy – Development and Implementation</b></p> <p><u>Principles of Strategy Year 1- S2</u></p> <p>L1: Apply basic elements of business strategy</p> <p>L2: Use strategic tools to analyse the business environment in order to identify issues of strategic importance</p> <p>L3: Demonstrate informed decisions about future strategic directions for the business</p> <p>L4: Create an implementation plan of a strategic objective including simple elements of marketing and finance</p> <p><u>Leadership, Strategy and Change Year 3 – S1</u></p> <p>L1: Assess the relationship and the need for compatibility between strategic management and functional management policies</p> <p>L3: Critically evaluate the need for flexibility in strategic management and the practical limits of quantifying corporate strategy.</p> <p>L4: Identify and analyse the internal and external influences on organisational objectives and strategy, and the relevance of creativity and innovation in business management policies</p> <p><u>Strategic People Management Year 3 – S1</u></p> <p>A1: Ability to critically analyse the concept of leadership and its application in a diverse context for enhancing individual, team and organisational performance.</p> <p>A2: Identify the impact of resourcing policies and decisions for organisations and the individuals within them</p>

			<p>A3: Demonstrate a comprehensive understanding, and appreciation, of key academic models, theories, and diagnostic frameworks which underscore equality, diversity &amp; inclusion, talent management and employee engagement.</p> <p><b>Intellectual skills</b></p> <p>B1: Ability to synthesize, evaluate and analyse arrange of people management strategies and tools.</p> <p>B2: Demonstrate an ability to use effective techniques of analysis when working on case study materials and resource-based problems.</p> <p><u>Managing Business Innovation &amp; Growth – Year 2-S3</u></p> <p>L1: Explain the nature and processes of managing a business and innovation by applying various concepts to new business creation and growth.</p> <p>L2: Demonstrate an understanding of incremental and disruptive digital transformations.</p> <p>L3: Critically examine and analyse the business environment to identify the impact of context on business innovation and growth.</p> <p>L4: Develop and pitch business cases using identified opportunities for growth.</p> <p>L5: Apply theoretical concepts to practice to identify avenues for business’s growth.</p> <p><b>Resource &amp; Supply Chain Management:</b></p> <p><u>Operations, Logistics and Supply Chain Management Year 2 – S1</u></p> <p>L1: Apply the general principles and techniques in global Logistics and Supply Chain Management</p> <p>L2: Discuss current practice in logistics and supply chain planning and operation</p> <p>L3: Evaluate a range of theories, frameworks and principles relating to contemporary supply chain issues</p> <p>L4: Critically analyse current trends in Logistics and Supply Chain Management, identifying and evaluating organisational infrastructures and environmental constraints that shape the scope of operational effectiveness.</p>
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			<p>L5: Create plans for sourcing goods and services, using communication and negotiation techniques to select and source business resources.</p> <p><b>Sustainability:</b></p> <p><u>Responsible Business Year 2 – S2</u></p> <p>L1: Identify key ethical issues facing contemporary business</p> <p>L2: Analyse the implications of business decisions on society</p> <p>L3: Analyse the Corporate Social Responsibility (CSR) and sustainability strategies and actions</p> <p>L4: Explain the primary ethical theories such as utilitarianism, Kantian and virtue ethics</p> <p>L5: Explain the importance of effective corporate governance, ethical theories to a specific dilemma in business</p> <p>L6: Demonstrate skills of research, analysis and written / oral communication</p> <p><b>Managing and Taking Risk:</b></p> <p><u>Finance and the Economy Year 1 – S3</u></p> <p>L3: Apply various tools of financial analysis to assess business performance and make judgements about markets</p> <p><u>The LSBU Discovery Project Year 1 – S1</u></p> <p>L3: Evaluate and reflect upon decisions and actions to respond more effectively to changes in the business environment.</p> <p><u>Work-based Project Year 3 – S 2 &amp; 3</u></p> <p>L1: Critically evaluate different theoretical approaches to business research and be able to select a research topic appropriately, carry out a research study and identify ethical issues, risks and resource implications.</p> <p><b>Monitoring and evaluation</b></p> <p><u>The LSBU Discovery Project Year 1 – S1</u></p> <p>L1: Apply idea generation techniques, and critical thinking to identify key issues and, develop, evaluate, select and communicate solutions to issues within a business project.</p> <p>L2 Evaluate, select and apply key project management techniques and tools such as PID, WBS, Gantt Charts</p>
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			<p><u>Fundamentals of Project Management Year 2 – S2</u> L2: Develop and evaluate a range of project management skills, techniques and tools for selecting, planning, executing and evaluating a project;</p> <p><u>Work-based project – Year 3 – S2 &amp; 3</u> L3: Critically analyse the student’s own strengths and weaknesses in the conduct of the research and evaluate the research findings in the context of established theory.</p> <p><b>Quality assurance</b></p> <p><u>Effective Business Negotiations Year 2 – S1</u> L4: Reflect and critically assess their own performance and that of their team in a variety of personal and business situations with the aim of continual improvement</p> <p><u>Fundamentals of Project Management Year 2 – S2</u> L2: Develop and evaluate a range of project management skills, techniques and tools for selecting, planning, executing and evaluating a project; L6: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p> <p><b>Change management</b></p> <p><u>Leadership, Strategy and Change Year 3 – S1</u> L4: Identify and analyse the internal and external influences on organisational objectives and strategy, and the relevance of creativity and innovation in business. L5: Demonstrate self-awareness of change management strategies to support the business in gaining competitive advantage.</p>
<b>Project Management</b>	<ul style="list-style-type: none"> <li>• Project flow – planning-design-development-deployment-evaluation</li> <li>• Understand risk management models and reporting</li> <li>• Risk benefit analysis</li> <li>• H&amp;S implications</li> </ul>	<ul style="list-style-type: none"> <li>• Know how a project moves through planning, design, development, deployment and evaluation.</li> <li>• Understand risk management models and reporting, risk</li> </ul>	<p><b>Project flow – planning/design/development/deployment/evaluation</b></p> <p><u>The LSBU Discovery Project Year 1 – S1</u> L1: Apply idea generation techniques, and critical thinking to identify key issues and, develop, evaluate, select and communicate solutions to issues within a business project.</p>

		<p>benefit analysis and H&amp;S implications.</p>	<p>L2: Evaluate, elect and apply key project management techniques and tools such as PID, WBS, Gantt Charts, CPA to a business project.</p> <p>L3: Evaluate and reflect upon decisions and actions to respond more effectively to changes in the business environment</p> <p><i>Fundamentals of Project Management Year 2 – S2</i></p> <p>L1: Develop and evaluate a range of project management, techniques and tools for selecting, planning, executing and evaluating a project;</p> <p>L2: Demonstrate knowledge of the roles for structuring projects into phases, within the scope of the firm and the project processes in practice</p> <p>L3: Evaluate and reflect on the technical feasibility aspects of project scenarios and processes</p> <p>L4: Develop, synthesise, and evaluate a project’s relationship between change control and configuration management in reflexive practice</p> <p>L6: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p> <p><b>Understand risk management models and reporting</b></p> <p><i>Fundamentals of Project Management Year 2 – S2</i></p> <p>L1: Develop and evaluate a range of project management, techniques and tools for selecting, planning, executing and evaluating a project;</p> <p>L3: Evaluate and reflect on the technical feasibility aspects of project scenarios and processes</p> <p>L5: Develop, synthesise, and evaluate a project’s relationship between change control and configuration management in reflexive practice</p> <p>L6: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p> <p><i>The LSBU Discovery Project Year 1 – S1</i></p> <p>L3: Evaluate and reflect upon decisions and actions to respond more effectively to changes in the business environment</p> <p><b>Risk Benefit Analysis</b></p> <p><i>Fundamentals of Project Management Year 2 – S2</i></p> <p>L1: Develop and evaluate a range of project management, techniques and tools for selecting, planning, executing and evaluating a project;</p>
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			<p>L3: Evaluate and reflect on the technical feasibility aspects of project scenarios and processes;</p> <p>L5: Develop, synthesise, and evaluate a project's relationship between change control and configuration management in reflexive practice</p> <p>L6: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p> <p><b>H&amp;S Implications (Health &amp; Safety)</b></p> <p><i>Fundamentals of Project Management Year 2 – S2</i></p> <p>L3: Evaluate and reflect on the technical feasibility aspects of project scenarios and processes</p> <p>L4: Develop, synthesise, and evaluate a project's relationship between change control and configuration management in reflexive practice</p> <p>L6: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p>
<p><b>Business Finance</b></p>	<ul style="list-style-type: none"> <li>• Understand financial strategies; budgets, financial management, accounting</li> <li>• Financial reporting (how to)</li> <li>• Procurement and contracting and legal requirements</li> <li>• Commercial context in organisational setting and this changes over time</li> </ul>	<ul style="list-style-type: none"> <li>• Understand financial strategies, including budgets, financial management and accounting, and how to provide financial reports.</li> <li>• Understand approaches to procurement and contracting, and legal requirements. Understand commercial context in an organisational setting and how this changes over time.</li> </ul>	<p><b>Financial strategies: Budgets, financial management, accounting</b></p> <p><i>Finance and the Economy Year 1 – S3</i></p> <p>L2: Apply economic ideas, techniques and theories to understand, analyse and explain business situations</p> <p>L3: Apply various tools of financial analysis to assess business performance and make judgements about markets</p> <p><b>Financial Reporting (how to)</b></p> <p><i>Finance and the Economy Year 1 – S3</i></p> <p>L3: Apply various tools of financial analysis to assess business performance and make judgements about markets</p> <p>L4: Use Excel to create graphs &amp; tables for reporting purposes</p> <p><i>Data for Decision Making Year 1 – S2</i></p> <p>L1: Prepare numerical data in a variety of graphical forms</p> <p>L2: Assess the various analytical techniques for solving business problems</p> <p>L4: Compile data using Excel</p>

			<p><b>Procurement and contracting and legal requirements</b>  <u>Operations, Logistics and Supply Chain Management Year 2 – S1</u>  L5: Create plans for sourcing goods and services, using communication and negotiation techniques to select and source business resources</p> <p><u>Effective Business Negotiations Year 2 – S1</u>  L1: Demonstrate the theory and psychology of negotiation and negotiation styles</p> <p>L2: Evaluate negotiation situations and practice appropriate, ethical and principled negotiations</p> <p><b>Commercial context in organisational setting and this changes over time</b></p> <p><u>Finance and the Economy Year 1 – S3</u>  L1: Explain how markets and competitors influence business decisions and performance</p> <p><u>Small Business Management Year 3 – S3</u>  L1: Develop an understanding and critically evaluate how SMEs secure and deploy resources in traditional and international contexts  L2: Select, evaluate and apply concepts, tools and techniques to the effective running of SMEs to make informed management decisions for domestic and international growth  L3: Critically evaluate SMEs and family owned small businesses characteristics, behaviour and motivations and arrive at informed conclusions about business opportunities and threats in domestic and international business contexts  L4: Demonstrate fine grained knowledge about the peculiarity of SMEs and family owned businesses in terms of people, cultures, business and management  L5: Develop enterprise management skills and demonstrate an opportunity recognizing and effectuation mind-sets to successfully manage SMEs in domestic and international business contexts</p>
<p><b>Sales and Marketing</b></p>	<ul style="list-style-type: none"> <li>• Marketing and sales strategies (how to)</li> <li>• Segmentation and targeting – customers and markets (how to)</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to create marketing and sales strategies.</li> <li>• Know how to segment and target relevant markets and customers (global and local),</li> </ul>	<p><b>Marketing and sales strategies (how to)</b></p> <p><u>Principles of Marketing Year 1 – S1</u>  L1: Demonstrate knowledge of marketing concepts and principles</p>

	<ul style="list-style-type: none"> <li>• Analysis of opportunities and routes to market</li> <li>• Understanding need for innovation and product and service design</li> </ul>	<p>analysis of opportunities and ways to market.</p> <ul style="list-style-type: none"> <li>• Understand the need for innovation in product and service design.</li> </ul>	<p>L2: Explain the elements of the marketing mix</p> <p>L3: Be able to apply introductory level marketing theory to a range of practical examples</p> <p><b>Segmentation and targeting – customers and markets (how to)</b></p> <p><u>Principles of Marketing Year 1 – S1</u></p> <p>L3: Be able to apply introductory level marketing theory to a range of practical examples</p> <p><u>Marketing &amp; Digital Strategy &amp; Planning – Year 3 – S2</u></p> <p>L3: Execute research using appropriate data collection and analysis techniques to write strategic plans incorporating digital direct and database marketing techniques</p> <p>L4: Develop, implement and manage projects autonomously working to deadlines to prepare written and oral reports in which recommendations are underpinned and justified by data analysis</p> <p><b>Analysis of opportunities and routes to market</b></p> <p><u>Principles of Marketing Year 1 – S1</u></p> <p>L3: Be able to apply introductory level marketing theory to a range of practical examples.</p> <p>L4: Consider the basics of marketing analytics, including the impact of data in a contemporary digitalised society</p> <p><u>Marketing &amp; Digital Strategy &amp; Planning Year 3 – S2</u></p> <p>L1: Apply academic research methodologies for digital and direct strategy formulation</p> <p><b>Understanding need for innovation and product and service design</b></p> <p><u>Principles of Marketing Year 1 – S1</u></p> <p>L2: Explain the elements of the marketing mix.</p> <p><u>Marketing &amp; Digital Strategy &amp; Planning Year 3 – S2</u></p>
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			<p>L1: Apply academic research methodologies for digital and direct strategy formulation</p> <p>L2: Conceptualise a research problem contextualised within the literature and design and plan a methodology to meet the defined research objectives, collect and synthesize data to develop theoretical and managerial implications.</p> <p>L3: Execute research using appropriate data collection and analysis techniques to write strategic plans incorporating digital direct and database marketing techniques.</p> <p>L4: Develop, implement and manage projects autonomously working to deadlines to prepare written and oral reports in which recommendations are underpinned and justified by data analysis.</p>
<p><b>Digital Business &amp; New Technologies</b></p>	<ul style="list-style-type: none"> <li>• Approaches to innovation</li> <li>• Digital technologies and their impact on organisations</li> <li>• Application of digital technologies for organisational improvement and development</li> <li>• Their impact on data and knowledge management for to analyse business decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Understand approaches to innovation and digital technologies and their impact on organisations, and how their application can be used for organisational improvement and development.</li> <li>• Understand innovation and digital technology's impact on data and knowledge management for analysing business decision-making.</li> </ul>	<p><b>Approaches to innovation</b></p> <p><u>Digital Transformation Year 2 – S3</u></p> <p>L1: Discuss and apply the key concepts of digital transformation and digital technologies</p> <p>L3: Critically analysis when, why, and how digital transformation should be considered a problem-solving strategy from a business perspective, evaluating appropriate types digital transformation</p> <p><b>Digital technologies and their impact on organisations</b></p> <p><u>Digital Transformation Year 2 – S3</u></p> <p>L2: Assess the role of digital transformation in business in developing sustainable business models and creating competitive advantage</p> <p>L3: Critically analysis when, why, and how digital transformation should be considered a problem-solving strategy from a business perspective, evaluating appropriate types digital transformation</p> <p><u>Marketing &amp; Digital Strategy &amp; Planning Year 3 – S2</u></p> <p>L1: Apply academic research methodologies for digital and direct strategy formulation</p> <p><b>Application of digital technologies for organisational improvement and development</b></p>

			<p><u>Digital Transformation Year 2 – S3</u></p> <p>L4: Apply analysis and critical thinking to evaluate the use of digital technologies as solutions to real business problems, reviewing the appropriateness and effectiveness of digital transformation strategies, concepts, processes &amp; functions</p> <p><u>Marketing &amp; Digital Strategy &amp; Planning Year 3 – S2</u></p> <p>L3: Execute research using appropriate data collection and analysis techniques to write strategic plans incorporating digital direct and database marketing techniques</p> <p><b>Their impact on data and knowledge management for to analyse business decision making</b></p> <p><u>Digital Transformation Year 2 – S3</u></p> <p>L3: Critically analyse when, why, and how digital transformation should be considered a problem-solving strategy from a business perspective, evaluating appropriate types digital transformation</p> <p>L4: Apply analysis and critical thinking to evaluate the use of digital technologies as solutions to real business problems, reviewing the appropriateness and effectiveness of digital transformation strategies, concepts, processes &amp; functions</p>
			<b>Interpersonal Excellence – Leading people and developing collaborative relationships</b>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Understand different forms of communication (written, verbal, non-verbal, digital)</li> <li>• How to apply different form of communication</li> <li>• How to maintain personal presence and present to large groups</li> <li>• Awareness of interpersonal skills, of effective listening</li> <li>• Influencing techniques</li> <li>• Negotiation and persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different forms of communication (written, verbal non-verbal, digital) and how to apply them.</li> <li>• Know how to maintain personal presence and present to large groups.</li> <li>• Awareness of interpersonal skills of effective listening, influencing techniques, negotiating and persuasion.</li> </ul>	<p><b>All six criteria are introduced in one module and reinforced throughout all other modules:</b></p> <p><u>The LSBU Discovery Project Year 1 – S1</u></p> <p>L1: Apply idea generation techniques, and critical thinking to identify key issues and, develop, evaluate, select and communicate solutions to issues within a business project.</p> <p>L4 Identify, develop and apply effective and appropriate coaching techniques to enable successful team development and management skills including awareness of personality differences and sensitivity to cultural norms</p>

			<p><u>Marketing &amp; Digital Strategy &amp; Planning Year 3 – S2</u></p> <p>L4: Develop, implement and manage projects autonomously working to deadlines to prepare written and oral reports in which recommendations are underpinned and justified by data analysis</p> <p><u>Responsible Business Year 2 – S2</u></p> <p>L6: Demonstrate skills of research, analysis and written / oral communication</p> <p><u>Strategic People Management Year 3 – S1</u></p> <p>C2: Ability to develop and manage teams in an ever changing workplace. D1: Act as a coach or mentor and/or support others when acting as coaches or mentors.</p> <p><b>Negotiation and persuasion</b></p> <p><u>Effective Business Negotiations Year 2 – S1</u></p> <p>L1: Demonstrate an understanding of the theory and psychology of negotiation and negotiation styles L2: Effectively evaluate negotiation situations and practice appropriate, ethical and principled negotiations L3: Evaluate and select their own most effective negotiating style(s) L4: Reflect and critically assess their own performance and that of their team in a variety of personal and business situations with the aim of continual improvement</p>
<b>Leading People</b>	<ul style="list-style-type: none"> <li>• Understanding different inclusive leadership styles and models</li> <li>• How to develop teams</li> <li>• How to support people using coaching and mentoring approaches</li> <li>• Understand organisational culture and diversity management</li> </ul>	<ul style="list-style-type: none"> <li>• Understand different inclusive leadership styles and models, how to develop teams and support people using coaching and mentoring approaches.</li> <li>• Understand organisational culture and diversity management.</li> </ul>	<p><b>Understanding different inclusive leadership styles and models</b></p> <p><u>Leadership, Strategy and Change Year 3 – S1</u></p> <p>L1: Assess the relationship and the need for compatibility between strategic management and functional management policies L2: Explain and critically analyse the concepts of leadership and management and their application in an organisational, social, environmental and multicultural context L3: Critically evaluate the need for flexibility in strategic management and the practical limits of quantifying corporate strategy</p>

			<p>L4: Identify and analyse the internal and external influences on organisational objectives and strategy, and the relevance of creativity and innovation in business</p> <p><i>Strategic People Management Year 3 – S1</i></p> <p>A1: Ability to critically analyse the concept of leadership and its application in a diverse context for enhancing individual, team and organisational performance.</p> <p>A2: Identify the impact of resourcing policies and decisions for organisations and the individuals within them</p> <p>A3: Demonstrate a comprehensive understanding, and appreciation, of key academic models, theories, and diagnostic frameworks which underscore equality, diversity &amp; inclusion, talent management and employee engagement.</p> <p><b>How to develop teams</b></p> <p><i>The LSBU Discovery Project Year 1 – S1</i></p> <p>L4: Identify, develop and apply effective and appropriate coaching techniques to enable successful team development and management skills including awareness of personality differences and sensitivity to cultural norms</p> <p><i>Management &amp; Organisations Year 1 – S3</i></p> <p>L2: Apply the key principles of organisational behaviour in the areas of organisational structure, organisational culture, organisational change, work motivation, job satisfaction, psychological contract, working in groups/teams, and leadership</p> <p>L3: Apply the key principles of human resource management in the key functional areas of employee resourcing, development, rewards and relations</p> <p>L4: Demonstrate the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change</p> <p><i>Strategic People Management – Year 3 – S1</i></p>
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			<p>B1: Ability to synthesize, evaluate and analyse arrange of people management strategies and tools.</p> <p>B2: Demonstrate an ability to use effective techniques of analysis when working on case study materials and resource-based problems.</p> <p>C1: Design of an employee engagement survey; and develop a comprehensive understanding of how it can be applied in real-survey exercises.</p> <p>C2: Ability to develop and manage teams in an ever changing workplace</p> <p><b>How to support people using coaching and mentoring approaches</b></p> <p><u><i>The LSBU Discovery Project Year 1 – S1</i></u></p> <p>L4 Identify, develop and apply effective and appropriate coaching techniques to enable successful team development and management skills including awareness of personality differences and sensitivity to cultural norms</p> <p><u><i>Management &amp; Organisations Year 1 – S3</i></u></p> <p>L4: Demonstrate the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change</p> <p><u><i>Strategic People Management Year 3 – S1</i></u></p> <p>B1: Ability to synthesize, evaluate and analyse arrange of people management strategies and tools.</p> <p>B2: Demonstrate an ability to use effective techniques of analysis when working on case study materials and resource-based problems.</p> <p>C1: Design of an employee engagement survey; and develop a comprehensive understanding of how it can be applied in real-survey exercises.</p> <p>C2: Ability to develop and manage teams in an ever changing workplace</p> <p>D1: Act as a coach or mentor and/or support others when acting as coaches or mentors.</p> <p><b>Understand organisational culture and diversity management</b></p>
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			<p><u>Management and Organisations Year 1 – S3</u></p> <p>L1: Explain the different approaches to organisation and management within the context of the external business environment.</p> <p>L2: Apply the key principles of organisational behaviour in the areas of organisational structure, organisational culture, organisational change, work motivation, job satisfaction, psychological contract, working in groups/teams, and leadership.</p> <p>L3: Apply the key principles of human resource management in the key functional areas of employee resourcing, development, rewards and relations.</p> <p>L4: Demonstrate the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change.</p>
<b>Managing People</b>	<ul style="list-style-type: none"> <li>• How to recruit, manage and develop people using talent management approaches.</li> <li>• How to use HR systems and processes to ensure legal requirements</li> <li>• Health and safety and well-being needs</li> <li>• How to set goals and manage performance</li> </ul>	<p>Know how to recruit, manage and develop people, using inclusive talent management approaches.</p> <p>How to use HR systems and processes to ensure legal requirements, H&amp;S, and well-being needs.</p> <p>Know how to set goals and manage performance.</p>	<p>All requirements extensively addressed in the following module</p> <p><u>Strategic People Management – Year 3 – S1</u></p> <p><b>Knowledge and Understanding</b></p> <p>A1: Ability to critically analyse the concept of leadership and its application in a diverse context for enhancing individual, team and organisational performance.</p> <p>A2: Identify the impact of resourcing policies and decisions for organisations and the individuals within them</p> <p>A3: Demonstrate a comprehensive understanding, and appreciation, of key academic models, theories, and diagnostic frameworks which underscore equality, diversity &amp; inclusion, talent management and employee engagement.</p> <p><b>Intellectual skills</b></p> <p>B1: Ability to synthesize, evaluate and analyse arrange of people management strategies and tools.</p> <p>B2: Demonstrate an ability to use effective techniques of analysis when working on case study materials and resource-based problems.</p> <p><b>Practical skills</b></p>

			<p>C1: Design of an employee engagement survey; and develop a comprehensive understanding of how it can be applied in real-survey exercises.</p> <p>C2: Ability to develop and manage teams in an ever changing workplace.</p> <p><b>Transferable skills</b></p> <p>D1: Act as a coach or mentor and/or support others when acting as coaches or mentors.</p> <p>D2: The intellectual and practical skills can be transferred to organisational settings; these will include analytical techniques, problem solving, research skills and strategy formulation.</p>
<p><b>Developing Collaborative Relationships</b></p>	<ul style="list-style-type: none"> <li>• Understand approaches to stakeholder, customer and supplier management</li> <li>• Developing engagement</li> <li>• Facilitating cross functional working and negotiation</li> <li>• How to shape common purpose, as well as approaches to conflict management and dispute resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Understand approaches to stakeholder, customer and supplier management, developing engagement, facilitating cross functional working and negotiation.</li> <li>• Know how to shape common purpose, as well as approaches to conflict management and dispute resolution.</li> </ul>	<p><b>Understand approaches to stakeholder, customer and supplier management – and – Developing Engagement</b></p> <p><u>Leadership, Strategy and Change Year 3 – S1</u></p> <p>L1: Assess the relationship and the need for compatibility between strategic management and functional management policies</p> <p>L2: Explain and critically analyse the concepts of leadership and management and their application in an organisational, social, environmental and multicultural context</p> <p>L3: Critically evaluate the need for flexibility in strategic management and the practical limits of quantifying corporate strategy.</p> <p>L4: Identify and analyse the internal and external influences on organisational objectives and strategy, and the relevance of creativity and innovation in business</p> <p><b>Facilitating cross functional working and negotiation</b></p> <p><u>Effective Business Negotiations Year 2 – S2</u></p> <p>L1: Demonstrate an understanding of the theory and psychology of negotiation and negotiation styles</p> <p>L2: Evaluate negotiation situations and practice appropriate, ethical and principled negotiations</p> <p>L3: Evaluate and use their own most effective negotiating style(s)</p> <p>L4: Reflect and critically assess their own performance and that of their team in a variety of personal and business situations with the aim of continual improvement</p>

			How to shape common purpose, as well as approaches to conflict management and dispute resolution -
			<b>Personal Effectiveness – Managing self</b>
<b>Awareness of self and others</b>	<ul style="list-style-type: none"> <li>Know how to be self-aware and recognise different learning styles</li> <li>Know how to use emotional and social intelligence, active listening and open questioning to work effectively with others</li> </ul>	<ul style="list-style-type: none"> <li>Know how to be self-aware and recognise different learning styles.</li> <li>Know how to use emotional and social intelligence, and active listening and open questioning to work effectively with others.</li> </ul>	<p>Both requirements extensively addressed in the following module</p> <p><u><i>The LSBU Discovery Project Year 1 – S1</i></u> L4: Identify, develop and apply effective and appropriate coaching techniques to enable successful team development and management skills including awareness of personality differences and sensitivity to cultural norms</p> <p><u><i>Management and Organisations Year 1 – S3</i></u> L1: Explain the different approaches to organisation and management within the context of the external business environment L2: Apply the key principles of organisational behaviour in the areas of organisational structure, organisational culture, organisational change, work motivation, job satisfaction, psychological contract, working in groups/teams, and leadership L3: Apply the key principles of human resource management in the key functional areas of employee resourcing, development, rewards and relations. L4: Demonstrate the ability to work with others to solve problems, exercise initiative and take personal responsibility, while working through uncertainty and change.</p>
<b>Management of self</b>	<ul style="list-style-type: none"> <li>Time management</li> <li>Setting goals</li> <li>Prioritise activities and undertake forward planning in a business environment with focus on outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Know how to manage time, set goals, prioritise activities and undertake forward planning in a business environment with a focus on outcomes.</li> </ul>	<p><b>Time management – and – Setting Goals</b></p> <p><i>These requirements relating to ‘Management of self’ are considered to be an integral part of all academic modules although more implied than specifically stated in learning outcomes. There are however explicit LOs identified as part of one module in particular:</i></p> <p><b>Prioritise activities and undertake forward planning in a business environment with focus on outcomes</b></p> <p><u><i>The LSBU Discovery Project Year 1 – S1</i></u></p>

			<p>L2: Evaluate, elect and apply key project management techniques and tools such as PID, WBS, Gantt Charts, CPA to a business project</p> <p><i>Fundamentals of project Management Year 2 – S2</i></p> <p>L1: Develop and evaluate a range of project management skills, techniques and tools for selecting, planning, executing and evaluating a project;</p> <p>L3: Evaluate and reflect on the technical feasibility aspects of project scenarios and processes:</p> <p>L6: Evaluate a variety of practical approaches and performance measures to monitor project progress, project evaluation, and the identification of key lessons learnt</p>
<p><b>Decision making</b></p>	<ul style="list-style-type: none"> <li>• How to undertake research and data analysis</li> <li>• Problem solving</li> <li>• Decision making techniques</li> <li>• Understand values, ethics and governance of your organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to undertake research, data analysis, problem solving and decision-making techniques, and understand the values, ethics and governance of your organisation.</li> </ul>	<p><b>How to undertake research and data analysis</b></p> <p><i>As is the nature of academic work, students are expected to engage in research, data gathering and data analysis of some description for almost all coursework within all modules. This may not be explicitly stated, but students are introduced to researching topics and issues through use of LSBU's Library resources. Students are introduced to various research methodologies from the start of their education and right through to graduation.</i></p> <p>All requirements extensively addressed in the following module</p> <p>A1: Critically evaluate different theoretical approaches to business research and be able to select a research topic appropriately, carry out a research study and identify ethical issues, risks and resource implications.</p> <p>A2: Collect, interpret, analyse and present research results effectively.</p> <p>A3: Identify a suitable and applied research problem, define its boundaries and select, evaluate and justify an appropriate methodology for the topic.</p> <p>A4: Critically analyse the student's own strengths and weaknesses in the conduct of the research and evaluate the research findings in the context of established theory.</p> <p>A5: Apply analytical and critical thinking and use effective written communication of research results and recommendations</p> <p><b>Problem solving</b></p> <p><i>The LSBU Discovery Project Year 1 – S1</i></p>

			<p>L1: Apply idea generation techniques, and critical thinking to identify key issues and, develop, evaluate, select and communicate solutions to issues within a business project</p> <p><u>Marketing &amp; Digital Strategy &amp; Planning Year 3 – S2</u></p> <p>L2: Conceptualise a research problem contextualised within the literature and design and plan a methodology to meet the defined research objectives, collect and synthesize data to develop theoretical and managerial implications</p> <p><b>Decision making techniques</b></p> <p><u>The LSBU Discovery Project Year 1 – S1</u></p> <p>L3: Evaluate and reflect upon decisions and actions to respond more effectively to changes in the business environment</p> <p><u>Data for Decision Making Year 1 – S2</u></p> <p>L1: Prepare numerical data in a variety of graphical forms  L2: Assess the various analytical techniques for solving business problems;  L3: Demonstrate the importance of stating assumptions;  L4: Compile data using Excel;  L5: Analyse data in order to develop and test claims</p> <p><b>Understand values, ethics and governance of your organisation</b></p> <p><u>Responsible Business Year 2 – S2</u></p> <p>L1: Identify key ethical issues facing contemporary business  L2: Analyse the implications of business decisions on society  L3: Analyse the Corporate Social Responsibility (CSR) and sustainability strategies and actions  L4: Explain the primary ethical theories such as utilitarianism, Kantian and virtue ethics  L5: Explain the importance of effective corporate governance, ethical theories to a specific dilemma in business  L6: Demonstrate skills of research, analysis and written / oral communication</p>
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Skills	CMI Standards What is required (through formal learning and applied according to business environment)	Apprenticeship Standards Chartered Manager (Degree)	LSBU's corresponding degree modules
		<b>Organisational Performance – Delivering long-term purpose</b>	
<b>Operational Strategy</b>	<ul style="list-style-type: none"> <li>• Support development of organisational strategies and plans</li> <li>• Develop and deliver operational plans; ability to set targets and KPIs, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence</li> <li>• Produce reports that present information and date clearly, using a range of interpretation and analytical processes</li> <li>• Gain wide support to deliver successful outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Support the development of organisational strategies and plans.</li> <li>• Develop and deliver operational plans; being able to set targets and KPIs, manage resources, and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence.</li> <li>• Produce reports that clearly present information and data, using a range of interpretation and analytical processes.</li> <li>• Gain wide support to deliver successful outcomes.</li> </ul>	<p><b>Support development of organisational strategies and plans</b></p> <p><b>Develop and deliver operational plans; ability to set targets and KPIs, manage resources and monitor and measure outcomes to establish operational effectiveness, efficiencies and excellence</b></p> <p><i>It is expected that this element of the skill is enhanced and developed in the workplace under the supervision of the employer. However, elements of the academic activity does prepare the student to take on such tasks through modules such as;</i></p> <p><b>Produce reports that present information and date clearly, using a range of interpretation and analytical processes</b> <i>Students will have acquired skills in writing reports, through submitted coursework; an element of all modules. Students will be receiving guidance on how to structure reports by module leaders, as well as having the opportunity to attend skills-based workshops provided by the University, free of charge, in report writing and presentation of data. Students will be required to gather data, analyse and present their findings in various modules throughout the degree programme. Additionally, there is a research module to introduce to the students various data-gathering techniques and analysis:</i></p> <p><b>Gain wide support to deliver successful outcomes</b> <i>Elements of the academic activity will prepare the student to take on such tasks throughout the course.</i></p>

			<i>It is also expected that this element of the skill is enhanced and developed in the workplace under the supervision of the employer.</i>
<b>Project Management</b>	<ul style="list-style-type: none"> <li>Plan, organise and manage resources in order to achieve organisational goals</li> <li>Identify key outcomes</li> <li>Develop and implement plans and monitor progress and provide reports as required</li> <li>Proactively identify risk and create plans for their mitigation</li> <li>Able to initiate, lead and drive change within an organisation identifying barriers/challenges and how to overcome them</li> <li>Ability to use widely recognised project management tools</li> </ul>	<ul style="list-style-type: none"> <li>Plan, organise and manage resources in order to achieve organisational goals.</li> <li>Identify key outcomes, develop and implement plans and monitor progress, and provide reports as required.</li> <li>Proactively identify risk and create plans for their mitigation.</li> <li>Able to initiate, lead and drive change within the organisation, identifying barriers/challenges and how to overcome them.</li> <li>Ability to use widely recognised project management tools.</li> </ul>	<i>Students will do a module on project management, which will introduce and enhance their skills that correspond to the identified requirements. Students will be introduced to PRINCE2 and Microsoft Project. It is expected that these skills will be further enhanced within the workplace by the employer.</i>
<b>Business Finance</b>	<ul style="list-style-type: none"> <li>Managing budgets</li> <li>Controlling expenditure and production of financial reports</li> </ul>	<ul style="list-style-type: none"> <li>Managing budgets, controlling expenditure and production of financial reports.</li> </ul>	The introduction of the principles and practice in applying them will be carried out in the following module. It is expected that the practical skills-set will be further developed under the supervision of the employer.
<b>Sales and Marketing</b>	<ul style="list-style-type: none"> <li>Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships</li> <li>Creative approaches to developing solutions to meet customer needs</li> </ul>	<ul style="list-style-type: none"> <li>Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships.</li> <li>Creative approaches to developing solutions to meet customer need.</li> </ul>	Use of customer insight and analysis of data to determine and drive customer service outcomes and improve customer relationships  Creative approaches to developing solutions to meet customer needs
<b>Digital Business &amp; New Technologies</b>	<ul style="list-style-type: none"> <li>Able to identify service/organisational improvements and opportunities for innovation through growth, using qualitative and quantitative analysis of information and data and benchmarking against others</li> </ul>	<ul style="list-style-type: none"> <li>Able to identify service/organisational improvements and opportunities for innovation and growth, using qualitative and quantitative analysis of information and data and benchmarking against others.</li> </ul>	Able to identify service/organisational improvements and opportunities for innovation through growth, using qualitative and quantitative analysis of information and data and benchmarking against others

		Interpersonal Excellence – Leading people and developing collaborative relationships	
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and regularly using oral, written and digital channels and platforms</li> <li>• Use active listening and open questioning to structure conversations and discussions</li> <li>• Ability to challenge when appropriate</li> <li>• Manage and chair meetings</li> <li>• Clearly present actions and outcomes</li> <li>• Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly, effectively and regularly using oral, written and digital channels and platforms.</li> <li>• Use active listening and open questioning to structure conversations and discussions, and able to challenge when appropriate.</li> <li>• Manage and chair meetings and clearly present actions and outcomes.</li> <li>• Ability to apply influencing and persuading skills, to the dynamics and politics of personal interactions.</li> </ul>	<p><i>The skills required here for 'Communication' are used and enhanced within all modules of the academic programme, through seminar activities, coursework, presentations and submitted coursework.</i></p> <p><i>A number of modules require group-work, in which students will have to acquire and apply their interpersonal skills. The importance of these skills are introduced in a module students Semester 1 of their first year - 'The LSBU Discovery Project'. In this particular module, they will also receive coaching and mentoring from academic staff.</i></p> <p><i>It is also expected that these skills will be further enhanced in the workplace by the Employer.</i></p>
<b>Leading People</b>	<ul style="list-style-type: none"> <li>• Ability to articulate organisational purpose and values</li> <li>• Support the creation of an inclusive, high performance work culture</li> <li>• Enable others to achieve by developing and supporting them through coaching and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Able to articulate organisational purpose and values.</li> <li>• Support the creation of an inclusive, high performance work culture.</li> <li>• Enable others to achieve by developing and supporting them through coaching and mentoring.</li> </ul>	<p><i>The skills required to 'lead people' are worked on with the students throughout various modules of the Course. In 'The LSBU Discovery Project' (Yr1-S1), 'Effective Business Negotiations' (Yr2-S1), 'Leadership, Strategy &amp; Change' (Yr3-S1), 'Digital Transformation (Yr2-S3) and Strategic People Management (Yr3-S1) students get familiar with the terminology of mission and vision statement, organisational cultures, collaborative and supporting working culture and are expected to exhibit and nurture those skills through seminar activities, group-assignments and other learning activities.</i></p> <p><i>It is also expected that these skills are further enhanced and contextualised in the workplace by the Employer.</i></p>
<b>Managing People</b>	<ul style="list-style-type: none"> <li>• Able to build teams, empower and motivate others to improve performance or achieve outcomes.</li> <li>• Able to delegate to others, provide clear guidance and monitor progress.</li> <li>• Ability to set goals and accountabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to build teams, empower and motivate others to improve performance or achieve outcomes.</li> <li>• Able to delegate to others, provide clear guidance and monitor progress.</li> <li>• Ability to set goals and accountabilities.</li> </ul>	<p><i>In 'The LSBU Discovery Project' (Yr1-S1) one of the 'transferable skills' (C4) has the explicit outcome that students acquire the skill to work with others in an effective and ethical manner. In 'Effective Business Negotiations (Yr2-S1), one of the transferable skills identified (D1) is the ability to communicate and work effectively and ethically within a team environment and negotiating outcomes. This is echoed throughout other modules including Strategic People Management (Yr3-S1) and does include the expectation of being able to lead a team, deal with conflicts, find resolutions to disagreements, delegate</i></p>

			<p>responsibilities within the team and set goals and deadlines for completion of work.</p> <p>This is also a skill envisaged to be further enhanced within the workplace by the Employer.</p>
<p><b>Developing Collaborative Relationships</b></p>	<ul style="list-style-type: none"> <li>• Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels</li> <li>• Able to contribute within a team environment.</li> <li>• Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.</li> <li>• Work collaboratively with internal and external customers and suppliers.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to build rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels.</li> <li>• Able to contribute within a team environment.</li> <li>• Effectively influence and negotiate, being able to have challenging conversations and give constructive feedback.</li> <li>• Work collaboratively with internal and external customers and suppliers.</li> </ul>	<p>In <u>Effective Business Negotiations – Yr2-S1</u> there is a learning outcome A4 which reflects this requirement (Knowledge of the complexities of the business exchange relationships within which business and managers operate). This is further enhanced through learning outcomes C3 and D4 (Evaluate opinion and debate and use this in planning communication - Analyse the relevance and application of communication techniques in a given business situation).</p> <p>In <u>'Management and Organisations'</u> (Yr1-S3) one of the outcomes around employability skills is that students have developed an understanding of key elements of the employment relationship and workplace dynamics. Working effectively within teams is echoed throughout all modules, where individuals will continuously be expected to make valuable contributions, take turns in leading the team, negotiate and delegate tasks and work collaboratively towards a positive outcome. One of the identified 'practical skills' of <u>'The LSBU Discovery Project' (Y1-S1) (C2)</u> is to acquire the ability to give supportive feedback to their peers on their performance following the skills assessment. At the Business School there are students from very diverse cultures, nationalities and backgrounds. This does add richness and depth to the student experience and does open them up to interactions and relationship building with people of backgrounds different to their own.</p> <p>It is also expected that these skills will be further enhanced in the workplace by the Employer.</p>
<p><b>Personal Effectiveness – Managing self</b></p>			

<b>Awareness of self and others</b>	<ul style="list-style-type: none"> <li>• Able to reflect on own performance, identifying and acting on learning and development needs</li> <li>• Ability to understand impact on others.</li> <li>• Ability to manage stress and personal well-being, and confident in knowing core values and drivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to reflect on own performance, identifying and acting on learning and development needs.</li> <li>• Ability to understand impact on others.</li> <li>• Can manage stress and personal well-being, and confident in knowing core values and drivers.</li> </ul>	<p><i>Right from the start of the course, in modules such as 'The <u>LSBU Discovery Project</u>' (Yr1-S1), students are expected to start developing their self-awareness skills and how their actions and behaviours impact on others. This is continued throughout all modules, through seminar activities, in-class discussions and team-work.</i></p> <p><i>It is expected that these skills will be further enhanced in the work-environment by the Employer, where managing work-life balance becomes even more important.</i></p>
<b>Management of self</b>	<ul style="list-style-type: none"> <li>• Able to create personal development plan,</li> <li>• Able to use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to create personal development plan, and use widely recognised tools and techniques to ensure the management of time and pressure effectively, and prioritisation and strategic alignment of activities.</li> </ul>	<p><i>In 'The <u>LSBU Discovery Project</u>' (Yr1-S1), students are first introduced to the process of personal development planning. Those activities are then re-visited throughout the course in various forms. Students are continuously having to arrange their work-schedules and prioritise work-loads, based on identified importance and consequences of non-fulfilment, such as assignment submission dates, group-work activities and other studying demands, competing with extracurricular activities.</i></p> <p><i>It is expected that these skills will be further enhanced in the workplace, through the need to prioritise and manage work-life balance.</i></p>

<p><b>Decision making</b></p>	<ul style="list-style-type: none"> <li>• Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence-based tools and ethical approaches to undertake problem solving and critical analysis, synthesis and evaluation to support decision making.</li> </ul>	<p><i>From the start of the course, students are required to develop their research and analytical skills. All modules require students to engage in research of topics, gathering information and analyse their findings and support their views with evidence. It is an integral part of university studies, to investigate, analyse, draw conclusions and possibly present recommendation in a variety of situations. In modules such as <u>'Digital Transformation'</u> (Yr2-S3) students will (B1) develop their analytical skills to enhance value creation and problem solving. In <u>'Leadership, Strategy &amp; Change'</u> (Yr3-S1) students are required to analyse various real-life case-studies using various analytical tools and draw conclusions. Similar approaches are used in other modules of the course.</i></p> <p><i>It is expected that students will be given the opportunity to apply the various analytical tools introduced in the class-room in real life situations in the workplace, by the employer.</i></p>
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Behaviours	CMI Standards What is required (developed and exhibited in the workplace)	Apprenticeship Standards Chartered Manager (Degree)	LSBU's corresponding degree modules
		<b>Organisational Performance – Delivering long-term purpose</b>	
<b>Takes responsibility</b>	<ul style="list-style-type: none"> <li>• Drive to achieve in all aspects of work</li> <li>• Demonstrates resilience and determination when managing difficult situations</li> <li>• Seeks new opportunities underpinned by commercial acumen and sound judgement.</li> </ul>	<ul style="list-style-type: none"> <li>• Drive to achieve in all aspects of work.</li> <li>• Demonstrates resilience and determination when managing difficult situations.</li> <li>• Seeks new opportunities underpinned by commercial acumen and sound judgement.</li> </ul>	<i>Students will have been given the opportunity to hone their skills to this effect in an academic environment. It is expected that this will be clearly reflected in their approach to work-based situations and given the support from the employer to adapt their approach where needed.</i>
<b>Inclusive</b>	<ul style="list-style-type: none"> <li>• Open, approachable, authentic, and able to build trust with others</li> <li>• Seeks the views of others and values diversity internally and externally.</li> </ul>	<ul style="list-style-type: none"> <li>• Open, approachable, authentic, and able to build trust with others.</li> <li>• Seeks the views of others and values diversity internally and externally.</li> </ul>	<i>Through modules like 'The LSBU Discovery Project (Yr1-S1), and others that follow, it is hoped and expected that students will become aware of the importance of continuously developing their personal and professional skills. Doing so in parallel with being in a real-life work-setting with the added dimension that brings, will encourage them and highlight the importance of those skills.</i>
<b>Agile</b>	<ul style="list-style-type: none"> <li>• Flexible to the needs of the organisation</li> <li>• Is creative, innovative and enterprising when seeking solutions to business needs</li> <li>• Positive and adaptable, responding well to feedback and need for change</li> <li>• Open to new ways of working and new management theories.</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible to the needs of the organisation.</li> <li>• Is creative, innovative and enterprising when seeking solutions to business needs.</li> <li>• Positive and adaptable, responding well to feedback and need for change. Open to new ways of working and new management theories.</li> </ul>	<i>Part of being in an academic setting, is to open students' minds and broaden their horizons, encourage inquisitiveness and enhance problem solving skills and positive approach to challenges and changes. It is expected this will be further enforced in the workplace by the employer.</i>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Sets an example, and is ethical, fair, consistent and impartial</li> <li>• Operates within organisational values and adheres to the CMI's Professional Code of Conduct and Practice. (<a href="http://www.managers.org.uk/policies/code-of-conduct-and-practice">http://www.managers.org.uk/policies/code-of-conduct-and-practice</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Sets an example, and is ethical, fair, consistent and impartial.</li> <li>• Operates within organisational values and adheres to the requirements of relevant professional bodies.</li> </ul>	<i>Modules, such as 'Management and Organisations' (Yr1-S3), 'Responsible Business (Yr2-S2) as well as throughout other Course modules, will highlight the importance of such things as ethical and fair behaviour, ethical approach to information gathering, and ethical and fair treatment of others. It is expected that this will be re-enforced in the workplace by the employer.</i>

Appendix D: Mapping of Common Course Learning Outcomes to the QAA Business and Management Benchmark Statement

<b>Knowledge and Understanding</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L5</b>	<b>L6</b>
Markets: the development, access and operation of markets for resources, goods and services.	x				x	
Marketing and sales: different approaches for segmentation, targeting, positioning generating sales and the need for innovation in product and service design.			x		x	
Customers: management of customer expectations, relationships and development of service excellence.	x				x	
Finance: the sources, uses and management of finance and the use of Finance and other information systems for planning, control, decision making and managing financial risk.		x				x
People: leadership, management and development of people and organisations including the implications of the legal context.	x				x	
Organisational behaviour: design, development of organisations, including cross-cultural issues, change, diversity and values.	x			x		
Operations: the management of resources, the supply chain, procurement, logistics, outsourcing and quality systems.	x					
Information systems and business intelligence: the development, management, application and implementation of information systems and their impact upon organisations.	x	x				
Communications: the comprehension and use of relevant communications for application in business and management, including the use of digital tools.		x		x		
Digital business: the development of strategic priorities to deliver business at speed in an environment where digital technology has reshaped traditional revenue and business models.	x		x		x	
Business policy and strategy: the development of appropriate policies and strategies within a changing environment to meet stakeholder interests, and the use of risk management techniques and business continuity planning to help maximise achievement of strategic objectives.	x	x				x
Business innovation and enterprise development: taking innovative business ideas to create new products, services or organisations including the identification of Intellectual Property and appreciation of its value.	x		x			
Social responsibility: the need for individuals and organisations to manage responsibly and behave ethically in relation to social, cultural, economic and environmental issues.	x		x	x		x
<b>Specific Skills and Practice</b>						
People management: to include communications, team building, leadership and motivating others.	x			x	x	
Problem solving and critical analysis: analysing facts and circumstances to determine the cause of a problem and identifying and selecting appropriate solutions.		x	x			
Research: the ability to analyse and evaluate a range of business data, sources of information and appropriate methodologies, which includes the need for strong digital literacy, and to use that research for evidence-based decision-making.	x	x			x	
Commercial acumen: based on an awareness of the key drivers for business success, causes of failure and the importance of providing customer satisfaction and building customer loyalty.	x		x			x
Innovation, creativity and enterprise: the ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.			x			
Numeracy: the use of quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.		x				x
Networking: an awareness of the interpersonal skills of effective listening, negotiating, persuasion and presentation and their use in generating business contacts.				x	x	

<b>Generic Skills</b>						
Ability to work collaboratively both internally and with external customers and an awareness of mutual interdependence.				X		
Ability to work with people from a range of cultures.				X		
Articulating and effectively explaining information.	X			X		
Building and maintaining relationships.				X		
Communication and listening including the ability to produce clear, structured business communications in a variety of media.				X		
Emotional intelligence and empathy.				X		
Conceptual and critical thinking, analysis, synthesis and evaluation.		X	X	X		X
Self-management: a readiness to accept responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage time.				X		
Self reflection: self-analysis and an awareness/sensitivity to diversity in terms of people and cultures. This includes a continuing appetite for development.				X		

## Appendix E: Summary of the End-Point-Assessment (EPA)

The BA (Hons) Business Management with Business Practice degree modules cover the full range of the required skills and knowledge from the Chartered Manager Degree Apprenticeship Standard (please see the mapping of the standard against BABM with BP).

There must be an assessment at the end of the apprenticeship to determine if the Chartered Manager Degree Apprentices have passed the apprenticeships.

It has been agreed that for degree apprenticeships it is possible to have an integrated model (e.g. Digital Marketer Apprenticeship), where the End Point Assessment (EPA) is part of the degree assessment, or a non-integrated model.

For the non-integrated model (which is the model for our Chartered Manager Degree Apprenticeship-Level 6), the **EPA is not part of the degree assessment**; there will need to be an independent assessor who judges if the individual has passed their apprenticeship.

The End Point Assessment (EPA) for the Chartered Management Degree Apprenticeship assesses – Competency, Skills and Knowledge against the Chartered Manager Degree Apprenticeship Standard.

The End Point Assessment (EPA) for the Chartered Management Degree Apprenticeship can happen 3 – 12 months after the programme of study is completed. The employer decides when the apprentice can commence their EPA.

The assessment requirements of the EPA are as follows:-

1. A review of a portfolio of evidence
2. A review of work-based project/case study
3. Presentation and interview

Apprentices are supported in all their BABM with BP modules to prepare for the EPA through:-

- An integrated approach to developing and assessing skills, knowledge and behaviours across a range of BABM with BP modules within the degree programme.
- Specific BABM with BP module assignments that are based on the apprentices' work context.
- The development of a portfolio demonstrating their academic learning and development activities with details of how they have applied their learning in their workplace. The portfolio will be produced by the apprentice having first learned and applied the relevant skills/competencies and behaviours. It will demonstrate their very best work, enabling them to demonstrate how they have applied their knowledge and understanding in a real work environment to achieve real work objectives. Evidence may be in the form of reports, minutes, reflection, demonstrations, presentations, and feedback from managers and peers.
- Assessment at "Progress Review" meetings (involving their employer and a representative of the university (e.g. CD Apprenticeships). Extra guidance and support is provided to apprentices where performance issues might arise, to ensure the apprentice is fully supported in meeting the required outcomes against the knowledge, skills and behaviours as defined in the standard.

- Formative and summative module presentations and case studies.